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| Title: The Major scale and its vocabulary | | Instructor: H. Jenkins | |
| School: Wake Forest High School | | WCPSS email: [hjenkins2@wcpss.net](mailto:hjenkins2@wcpss.net) | |
| C-MAPP unit: N/A | |  | |
| Level of Learner:  Beginner | Length of Unit/Lesson:   1. 1 ½ hour lesson | | Setting designed for:  Orchestra classroom |
| Essential Standards:  B.ML.1.1  B.ML.1.2  B.ML.2.1  B.ML.2.2  B.ML.2.3 | | | |
| Instructor Materials:   * Laptop/Projector Cart * Musictheory.net * Whiteboard/markers * Treasury of Scales * Piano * Baton | | | |
| Music Vocabulary:  Half step, Whole step, Sharp, Flat, Natural, Arpeggio ,Octave, Scale Degrees (1-8), Key Signature, Tone, Pitch, Intonation, Note, Staff, Clef | | | |
| Academic Vocabulary:  Ascending, Descending, Reading, | | | |
| Lesson:   1. Discuss half steps and whole steps 2. Go to Musictheory.net/lessons, click on “major scale lesson” and review with class, via projector and laptop 3. Move to whiteboard, have students demonstrate knowledge of major scale pattern by each writing part of the pattern on the board 4. Together create a C major scale using the major scale pattern 5. Ask students to suggest certain notes to start scales on 6. Have students come up one by one and create suggested scales 7. Explain scale degrees 8. Ask students to label the scale degrees on the already-created scales on the board 9. Explain arpeggios/play examples on piano 10. Have students circle arpeggio notes on the board in different colors 11. Instruct students to get instruments out 12. Hand out Treasury of Scales 13. Select a C major scale, a scale with flats, and a scale with sharps and play through them, showing students the whole steps and half steps on their instruments | | | |
| Differentiation :   * Lower Level Learners: slow down pace of lesson and cover less during class period * Higher level learners: Speed up pace of lesson and cover more during class, or give extra handouts to reinforce lesson | | | |
| Assessment:   * Play examples of scales (major, all 3 forms of the minor scale) and have students aurally identify major scales * Have students play major scales individually on their instruments * Have students individually write out a major scale and arpeggio and turn in for assessment | | | |
| Resources for this unit/lesson:  Musictheory.net  Treasury of Scales | | | |